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ABSTRACT

"A Synthesis of Current Research in Migrant Education" has recently been prepared by Dr. James O. Schnur of New York State University, Geneseo, for the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces. PREP kit No. 19, based upon this document, covers such areas as characteristics of migrants; educational problems; existent programs by grade level; educational tests; teacher training programs; and recommendations, both general and curriculum-related. An annotated listing of current ERIC documents on instructional materials and guides for migrant education is included. The original document is available from ERIC Document Reproduction Service (EDRS) as ED 039 049. (Author/LS)

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PROBLEM ► RESEARCH ► EVALUATION ► PRACTICE

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PUTTING RESEARCH INTO EDUCATIONAL PRACTICE

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PREP

No. 19

PREP is . . .

- *a synthesis and interpretation of research, development, and current practice on a specific educational topic*
- *a method of getting significant R&D findings to the practitioner quickly*
- *the best thinking of researchers interpreted by specialists in simple language*
- *the focus of research on current educational problems*
- *a format which can be easily and inexpensively reproduced for wide distribution*
- *raw material in the public domain which can be adapted to meet local needs*
- *an attempt to improve our Nation's schools through research*
- P *utting*
  R *esearch into*
  E *ducational*
  P *ractice*

AA 000 619

MIGRANT EDUCATION

Migrants in the United States today, some 276,000 according to a 1969 report, are among the Nation's most disadvantaged citizens. They are, in fact, the poorest educated, poorest paid single group of workers in the national economy. Nor is their future outlook very hopeful. The migrant worker cannot survive the industrial revolution in agriculture unless he broadens his capacities and masters new skills. For employment, the migrant will need, as well as skill, flexibility and the ability to adapt himself to change. But he must have help in adapting to a new scene lest he and his family become an added pressure upon America's inner cities.

Despite numerous educational problems--the average adult migrant has a formal education of about the fifth-grade level and cannot read or write in English or a native language; the migrant student tends to be nonverbal, depending on colloquialisms for communication; the schools are seriously impeded in their efforts to educate the migrant child because of his transiency--any possible salvation for the migrant will have to be through education.

What evidence exists that education can offer even a partial solution for the migrant? And what attempts have been made toward finding solutions--what educational programs have been tried? Dr. James O. Schnur of New York State University, Geneseo, has prepared for the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces, *A Synthesis of Current Research in Migrant Education*

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which addresses itself to these and other related questions.

Drawing from the *Synthesis*, PREP kit No. 19 deals with the topic of migrant education in 11 documents:

No. 19-A - Overview
No. 19-B - Existent Programs
No. 19-C - Interstate Cooperation for the Education of Migrant Children
No. 19-D - Educational Testing Programs for Migrants
No. 19-E - Health Education for Migrants
No. 19-F - Parental Involvement in Education
No. 19-G - Teacher Training Programs
No. 19-H - Teacher Aides in Migrant Education
No. 19-I - Recommendations
No. 19-J - References
No. 19-K - Instructional Materials and Guides for Migrant Education

PREP PREP PREP BRIEF

No. 19

Migrant Education

Migrants in the United States today, approximately 276,000 according to the 1969 report of the U.S. Senate Subcommittee on Migratory Labor, are the poorest educated, poorest paid single group of workers in the national economy. Even the ghetto dweller comes out ahead of the migrant in level of education and income. Few migrants have even heard of, much less used, programs of social assistance. Passive in nature and present-oriented, the migrant, by definition, inhibits the possibility of improving his dismal situation--transiency makes change difficult. This disadvantaged syndrome is perpetuated by raising migrant children within these confines and limitations. Most migrants are also members of a minority ethnic group, which adds discrimination to their already heavy burden.

The educational problems of the migrant are numerous. The average adult migrant has a formal education of about the fifth-grade level, and the adults see no rewards in education for themselves. Few migrants can read or write in English or in a native language. Having developed their own unique colloquialisms, migrant students tend to be nonverbal. Moving from community to community, the migrant child makes no friends and forms no ties to school, teachers, or classmates. Unable to make them feel wanted, schools cannot educate these students. The migrant is not being equipped with the basic tools of survival, let alone success, to enable him to compete with the mainstream of American society. However, if there is to be even a partial possible salvation for the migrant, it will have to be through education. Some efforts are being made; it is hoped that findings on these may encourage many more and improved efforts.

Existent Programs

Day Care Centers are favored by many who feel that such centers allow the instructors, while caring for the children, to provide academic training and food and health services. Others feel, however, that the parents' attitude toward the centers, as simply a way to free them to work the fields, diminishes any educational effect.

Elementary Level Programs are most effective when concentrated on certain curriculum areas and kinds of activities which include language development (speech, reading), picture cards of stories, word bingo, and dramatization of stories; cultural enrichment with field trips and talks presented by school workers; art; physical education and recreation; and health services. Also recommended are activities involving English as a second language and the waiver of all school fees for the migrant youngsters.

State Programs have been introduced in varying effective ways at the elementary level.

- Arizona has developed a unit-type, no textbook approach for a 6-week summer project.
- California developed a MiniCorps program staffed by college students and using bilingual teacher aides, day-care centers, individual study programs, and complete integration of migrants within the classroom.
- Florida has one county that uses only peer-produced books.
- New Mexico provides special remedial instructional programs in English, mathematics, and English as a second language.

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. New York summer programs aim at such objectives as improvement of self-concept; development of social and academic skills, especially of language ability and vocabulary; expansion of cultural experience; and establishment of sound health and nutritional programs.
. Virginia has a flexible and ungraded summer program. A teacher aide works with every teacher. A unique feature is a library mobile unit.

Intermediate Level Programs emphasize verbal drill with attention to oral conversation and the student's adjustment to his daily problems.
. Oklahoma employs a linguistic laboratory program.
. Florida developed units on good grooming and personal hygiene with its language teachers.

Secondary Level Programs have their greatest problem with attendance and dropouts. Individualized instruction and the ungraded classroom are firmly endorsed at this level. High priority is given the area encompassing physical and social needs.
. Florida has a "Learn and Earn" program that is vocational in content and allows the students to earn on a par with what they might average in the fields.
. Oklahoma has a 6-week program for migrant students grades 6 through 10 in which girls pursue studies in home economics, personal care and hygiene, sex education, and cultural aspects, while boys receive instruction in health and cultural programs, woodworking, leather and metal handicrafts.

Adult Programs should feature a basic course in reading, writing, arithmetic, and speech and listening. Other recommended program areas include work skills, homemaking skills, health education, childcare, and economics education.
. Oklahoma makes available its Linguistic Laboratory two nights per week for migrant adults. They have also had success with programed reading instruction for the native migrant.
. New Mexico has a program in which a tutor visits a large migrant family each day for instruction in reading, writing, and arithmetic.
. Texas, through its education agency's Migratory Compensatory Education Project, provides for economic security through paid education and vocational training programs for migrants ages 14 to 21 and their families.

Interstate Programs are beginning to receive attention. Significant progress is being made in record transfers.
. California cooperates with Arizona, Oregon, Texas, and Washington on the exchange of teachers, inservice education of migrant education staff, and exchange of information on effective techniques in educating migrant children.

Health Education Programs are complicated by the fact that adult migrants cannot read available health pamphlets. But Spanish-Americans in Florida were insulted by health materials prepared in Spanish; they disliked being treated as "foreigners." Some success came from slide showings, home nurse visitations, and multi-illustrated pamphlets in English covering such topics as roundworms, hookworms, diarrhea, garbage, prenatal care, immunization, planned parenthood, and venereal disease.

For More Information

A Synthesis of Current Research in Migrant Education has recently been prepared by Dr. James O. Schnur of New York State University, Geneseo, for the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces. The document is available from the ERIC Document Reproduction Service (EDRS), National Cash Register Company, 4936 Fairmont Blvd., Bethesda, Maryland 20014, under identifying number ED 039 049 for a cost of 25 cents for microfiche (MF) and $2.30 for hard copy (HC).

PREP kit No. 19, on "Migrant Education," was based upon this clearinghouse document. The kit covers such areas as characteristics of migrants; educational problems; existent programs by grade level; educational tests; teacher training programs; and recommendations, both general and curriculum-related. An annotated listing of current ERIC documents on instructional materials and guides for migrant education is included. The kit too will be available from EDRS.

PREP

No. 19-A

OVERVIEW

Number and Characteristics of Migrants

The 1969 report of the U.S. Senate Subcommittee on Migratory Labor (52)* disclosed that migrants number approximately 276,000. Though only a small proportion of the total farm wage force in the United States, these migratory workers made up a large proportion of the hired farm workers employed on labor-intensive crops in areas where local labor was not available in the quantity demanded.

An initial look at the migrant in general seems appropriate. Much current educational procedure has task analysis or analysis of the learner as its first step. Only after such diagnosis can educational treatment be intelligently prescribed.

Migrant adults are sub-par in income and language competencies, and their transiency makes change difficult. This disadvantaged syndrome is perpetuated by raising migrant children within these confines and limitations. Most migrants are also members of a "minority" ethnic group; this adds discrimination to their already heavy burden. These findings and the following specific points were made regarding the migrant within the scope of a study (38) which surveyed Arizona, Colorado, New Mexico, and Texas:

1. Some 85 percent of the migrants were of Spanish American ancestry.
2. The average family consisted of six children plus other related adults.
3. Family unity is very strong.
4. The strong family unity does not extend to kin not in the immediate family.
5. The migrants tend to seek employment for the total family, including older children.
6. There are few unattached males in this population.
7. Permanent homes, where existent, are generally inadequate with much overcrowding.
8. Migrant camps range from acceptable to deplorable.
9. Educational level is very low.
10. Their subculture is not easily compatible with "accepted" values.
11. Annual income is very low.
12. Migrants are not fervent about religion. They are not blindly subordinated to the clergy.

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*See document 19-J for references cited throughout this report.

13. Migrants are necessarily preoccupied with making a living.
14. They are very "present"-time-oriented.
15. Migrants tend to be very passive.
16. Contentment seems to prevail within the family unit.

This picture of the Mexican American migrant was supported in a descriptive study (41) which showed migrants to be of low level in education and income, and in possession of little nonfarm work experience. They were satisfied with farm labor, but had a feeling of alienation from society.

Migrants are present-oriented. A further ramification of this is the fact that the strengths and weaknesses of their heritage are forgotten as a result of their concern only for the present. This would lead to their identification as a culture without a heritage (48).

A study (25) of migrants in Florida revealed that migrants really defy classification. They are a diverse group in which only a very few really enjoy their lives. They are the poorest educated, poorest paid single category of workers in the national economy. Even the ghetto dweller comes out ahead of the migrant in level of education and income. Few migrants have even heard of, much less used, programs of social assistance. Three discrete migrant subcultures were found in Florida:

Lowest--the travelling single male (often middle-aged and alcoholic)
Middle--the Negro family
Highest--the Texas Mexican family

The major cause of migrancy is the inability of these people to secure regular employment in their home communities. The following are among the causes of this situation: mechanization, crop allotments, soil banks, and high birth rate (6).

If the workers surveyed in one study (7) had stayed in Florida and had been able to secure steady employment in their home base, they would have been more than $400 ahead at the end of the season.

The average adult migrant has a formal education of about the fifth-grade level (30). Along with this, many migrants have only a speaking knowledge of English or no knowledge at all (30,37). Fewer still read or write either English or Spanish. On the Florida scene, the median grade completed by adult migrant workers is 6.4, and there is a tendency for adult females to have more education than adult males (6). The average achievement for nonwhites, 25 years and older in seven southeastern States, ranged from a low of 5.9 grade level to 7.0 as the high (22).

Thus the migrant is not being equipped with the basic tools of survival or success to enable him to compete with the mainstream of American society.

Future Outlook of Migrants

As of 1967, only 40 percent of the nonwhites entering the rural labor

force could expect to be supported by the rural economy (22).

Migrancy as a phenomenon may well disappear as the result of increased mechanization and the employment of local farm help for machine-related work. Unlike the phenomenon of migrancy, however, the people who presently make up the migrancy force will not disappear (38).

Although the migrant streams will continue, the sources of employment will become more and more scarce as a result of mechanization. Agricultural technology has added another threat to the persistent problems of machines and the big farm--this is the threat of the competition of new migrants, formerly low-income small farm owners, who are now thrown into the migrant stream. Today's farm worker cannot survive the industrial revolution in agriculture unless he broadens his capacities and masters new skills. For employment, the migrant will need skill, flexibility, and the ability to adapt himself to change. Someone will have to help them adapt to a new scene; otherwise, they and their families will become an added pressure upon America's "inner cities" (44).

The Migrant Child in the School Society

Migrant youngsters' differences from norms in the classroom--with regard to clothing, language, and cleanliness--have a negative effect upon their achievement and adjustment. Migrant youngsters have been taught how to act and conform to their migrant subculture, but this often becomes unacceptable to the classroom situation (20). The migrant child learns he is an outcast from society as soon as he begins school. His constant companion as he moves from new area to new area, new school to new school, is fear (25). Moving from community to community the migrant child makes no friends and forms no ties to school, teachers, or classmates. He never has a place in the "caste system" of resident children. Schools, at present, cannot make migrant children feel wanted; therefore, schools cannot educate these students (51). The fact that migrant students cannot afford the additional costs adds to the observed fact that there is little or no participation in school activities by these youngsters (38). An even more basic cost factor is the existent policy of some school systems to provide no free lunches or free school supplies (55).

Educational Problems--Although the educational problems of migrants are numerous, education is at least a partial possible salvation for the migrant.

A study (55) of migrant workers in southeast Oklahoma presented the following findings:

- Many migrant youngsters were overage for their respective grade levels, often by as much as 3 or 4 years.
- As grade level ascended toward secondary school, the number and percentage of migrant students enrolled in school declined. No more than 5 percent of the migrants surveyed reached the high school level.
- The phenomenon of many children from the same family being enrolled in the same grade was observed to be quite common.

. Crop vacations (school closing to allow students time to harvest crops) frequently caused migrants to lose out on education.

Migrants are in school for two or three, at the most four or five, months out of the year; they are retarded in grade achievement and unreached by common teaching practices; and thus they are frequently considered ineligible for school enrollment (51).

Because migrants are highly mobile and live in a limited cultural environment where language differences exist, there is a great loss of school time; and retardation as a result of lost school time gives rise to migrant students leaving school earlier than resident students (47).

Also reported among the educational problems of migrants were low motivation and poor health (30,9); compulsory education laws seldom covering these nonresident citizens (36,11); failure being the commodity most provided to the migrant by the school (25); the lack of proper clothing and lack of necessary school supplies (9); the lack of listening skills, the need for adjustment to the classroom situation, the lack of the student's ability to recognize consistent self and group discipline, and the need to develop appreciation for and understanding of the student's role in the community (18).

Language-Related Problems--Language is very high on the list of problems. The speech of lower-class adults as a linguistic code is suited to maintaining social relationships but is unsuited for sharing familiar experiences and opinions, for analysis and careful reasoning, for dealing with anything hypothetical and beyond the present, or for dealing with anything very complex (16). Another study (19) further supports the importance of the migrant child being helped to speak standard English rather than the nonstandard form of the language he commonly uses. Migrant speech patterns are not linguistically accurate (48), and migrants tend to develop their own unique colloquialisms. The result of this is that migrant students tend to be nonverbal because of their inability to communicate adequately.

Of the migrants studied in a sample of 168, some 62 were found to be retarded approximately 2 years in reading. A high correlation was found between the mother's reading level (black migrant) and the mother's opinion that a high school education or better is necessary to success and survival in contemporary society (26).

PRIP

EXISTENT PROGRAMS

NO. 19-B

Day Care Centers

Many programs mention day-care centers for migrant youngsters; however, this is not an aspect of all programs for the education of migrant children. "Adequate day care, so urgently needed, is nonexistent for most children" (50). As might be expected, reported opinion on such centers ranges from positive to negative extremes.

A favorable opinion of day-care centers specifically and summer school programs in general was expressed for elementary school age children (20). A report (17) to the New York State Joint Legislative Committee on Migrant Labor indicated that the child-care center was a feature of the State program. Day-care centers were operated in migrant housing camps for children 5 years of age or younger in California's migrant education program (2). Training and day-care centers were established in New Mexico projects (9). It was felt that this arrangement allowed the instructors, while caring for these children, to provide academic training and food-health services.

A somewhat more negative view of day-care centers was also expressed (25). It was stated that, most commonly, migrant parents view the total school situation in general as simply a day-care situation freeing them to work the fields without hindrance. This factor would appear to diminish educational carryover from, or reinforcement for, the day-care program on the part of migrant parents.

Elementary Level Programs

Without a doubt, the elementary school level has received the most attention with regard to education of migrants. A survey of educational programs in existence for migrant students during 1967 indicated that of the 48,552 migrant students polled some 39,428 were in elementary school programs (43).

On the basis of reported use, the following seem to be the most effective program areas and activities for migrant children at the elementary level:

. Language development (speech, reading) (2,4,18,29,57).
  a. Picture cards of stories, Word Bingo, and dramatization of stories (18).
  b. The Language Master (29).
  c. The aural-language approach (23,57).

- Cultural enrichment (2,4,18,23)
  a. Field trips (18,23)
  b. Talks by school workers (18)
- Art (2,4)
- Physical education and recreation (2,4)
- Health services (2,4,9,23)
- Activities involving English as a second language (9)
- The waiver of all school fees for migrant youngsters (9)

Curricular Emphases--The 1968 report of the California State Department of Education (8) strongly urged that emphasis in the migrant elementary curriculum be placed on English as a second language and on oral language development. A national survey of migrant programs found that the major curricular emphasis in most programs was directed toward the language arts, while arithmetic, science, and the social studies received less attention (43).

Class Size--Individual instruction conducted by instructional and noninstructional personnel was a feature of the schools surveyed in New Mexico (9). Children in New York State migrant programs are grouped with their age mates as in the typical graded school setting. The classes were housed in public schools. The workers emphasized the importance of keeping class size small and advocated individualization of instruction as much as possible (17). The Oklahoma State Department of Education (37) reported classroom instruction as being ungraded regardless of age of the students.

The perfect class size and setting have eluded educators of elementary school migrant youngsters as it has eluded educators of resident elementary school students for decades. It would be safe to conclude, however, from reports surveyed, that most migrant educators place high value on small class size and individualization of instruction.

Instructional Approaches--All programs designed for the elementary level should provide individual help as needed (4,9,58). Such instruction should be planned to correlate with regular class activities (4).

Portable kindergarten buildings referred to as "portables" are used in Naranja and Broward County, Florida, to provide instructional areas where space is a problem (32).

One study investigated the effects of token reinforcement on the elementary school migrant child's reading and arithmetic skills and found that use of token reinforcers with back-up secondary reinforcers (candy, toys, etc. "purchased" with tokens) has a decided effect on the modification of social skills and learning behaviors. Subjects in the token-reinforcement treatment group achieved significantly higher scores in arithmetic and reading skills, as measured by the Wide Range Achievement Test, than their nontoken-reinforcement counterparts.

Heavy emphasis is placed upon easily achieved success in migrant educational programs. Home visitation by the teachers is also effective (31). The playground is one area where there is little or no educational problem at all.

Field trips are supported as having a high degree of educational relevance for migrant youngsters. Use of mini-buses is the best mode of transportation. These vehicles limit the size of groups and thus provide intimacy and versatility. Cameras are used by the migrant children and are found to provide excellent field-trip reinforcement (29). Field trips to such places as the zoo, the supermarket, schools, the health center, and the airport are also endorsed (57). These trips create additional motivation for learning new words in the standard English language.

A weekly theme was carried out for all educational activities including the classroom situation, recreation, and field trips. Some of the themes used were the Wild West, Fiesta, and Fairy Tales. Activities related to the weekly theme were oral expression, vocabulary development, development of personal pride in achievement, self-expression, development of good work habits, remedial instruction, story motivation, and art work. Oral and written expression was conducted in Spanish and English. It was found that this approach enabled students to work below their frustration levels and succeed in school-oriented tasks; therefore, self-control was in force at all times. It was further disclosed that drama provided an excellent medium for self-expression (27).

Dr. Donald Miller developed the instructional approach which he labelled "one-trial teaching" in a report on the 1967 Bucknell Conference on Learning Problems of the Migrant Child (16). One-trial teaching is a learning unit and teaching process characterized as--

- Relating that which is occurring now, in the immediate present.
- Being a small, discrete, and relatively self-contained unit of interaction.
- Being basically noncumulative.
- Having a unity of intrinsic meaning of its own such that it will not be viewed solely as a microscopic piece of a carefully graded sequence of instructional experience set forth in a curriculum guide.

The aims of one-trial teaching are:

- To achieve complete learning on the part of the student.
- To instruct in small, relatively discrete, self-contained units with intrinsic meaning.
- To perceive this learning as not being a cumulative entity part.
- To achieve a teaching-learning interaction which has unity in a carefully graded sequence.

Some methods and materials which lend themselves to one-trial teaching are the new elementary science curriculum projects, single-concept film loops, and microteaching.

State Programs--The following are not the only elementary education programs for migrant children; they simply reflect some of the available reports on such programs.

Arizona

One feature of the Arizona migrant program at the elementary level was

the development of a unit-type, no-textbook approach in a 6-week summer project involving 40 teachers, 45 aides, and 382 children. Each child worked on his own resource book. In effect, no one enrolled late; for each student, school opened the day he arrived (36).

California

A unique feature of the California program is the Mini-Corps, staffed by college students hired as teacher assistants. One of the primary considerations for staff selection is the candidate's previous association with migrants. The three major objectives of this program with regard to these college students are:

- To encourage former migrants to continue their college education.
- To provide a group of well-trained teacher assistants.
- To increase these college students' interest in pursuing a career in teaching.

The Mini-Corps staff was given an intensive 2-week preservice training program while living in migrant camps. They then worked in summer programs for migrant youngsters and were able to provide necessary carryover in these migrant camps.

Other features of this California program were the use of bilingual teacher aides, day-care centers, individual study programs, and complete integration of migrants within the classroom. After-school study centers were provided for individual and group instruction. Food and medical service were provided. Among the features of the recreational program were field trips to a big league baseball game and to a migrant track meet (2).

The effort to achieve full integration of migrants into the mainstream of class activities resulted in the subjective observation that these migrant children gained rapidly in acculturation and language development. It was felt that this was achieved through the increased contact between migrants and their nonmigrant peers (4).

Four centers were developed for California's Tutorial Language Development Project. Each center consisted of a conference room staffed with one teacher and one teacher assistant. Spanish-speaking youngsters were taken from their regular classrooms to the center for a specific amount of time each day. All centers employed an audiolingual approach. No conclusive objective evidence of success was reported (4).

California's Union District Migrant Education Project was a program of 4 weeks' duration in which students enrolled for three periods of courses. The usual pattern found the youngster spending one period in remedial work with his project teacher and two periods enrolled in regular summer session classes (27).

Florida

The Collier County program has employed techniques commonly used in the typical elementary classroom, especially with regard to reading (40).

The program in the Markham School in Broward County, Florida, uses only peer-produced books (49). The unique characteristics of peer-produced books are that:

. Content is totally peer-produced.
. Reading vocabulary used is derived from the child's spoken vocabulary.
. Content is based upon present vocabulary and interest of the child.
. Content is kept within the limits of the child's experience.

The general procedure begins with obtaining a story or response from a picture or other stimuli. The response elicited from the child is recorded on tape or written by the teacher or student. One student may assist another in the recording. The response is transcribed to paper or recorded on tape. The story or response is then divided into sections representing pages of the book, and the child illustrates each section. A title page and an ending page are also illustrated. A vocabulary list is included at the end of the story. The child's name, age, suite, etc. are included in the book. The story is typed on the page with the picture or on the opposite page. The book is then laminated and bound. The child reads his story onto a tape which is then placed on the library shelf, along with the book, for readers and nonreaders alike to enjoy.

The impact of these peer-produced books is limited at present to subjective teacher judgment; however, teachers report high student motivation to produce and read these books and feel it is helping reading, language, and general academic development.

New Mexico

The New Mexico program provides special remedial instructional programs in English, mathematics, and English as a second language. Special programs provided food, health, and clothing services; waiver of fees for supplies and materials; and pupil personnel services. Special summer projects were also provided, including preschool instruction. These projects were designed to complement and augment the curriculum of the schools where difficulties pertinent to migrants were encountered. Elements of success underlined all activities. Active participation of the children was sought in all situations. A program of home instruction was also developed and was especially convenient for those children with some fear of school or with those who did not want to attend regular classes (9).

The New Mexico project "Move Ahead " consists of a daily radio program broadcast to all involved schools. The programs are designed to be supplemental to regular language instruction in English communication skills for Spanish-speaking youngsters. The lessons are designed to improve student attitude and raise aspiration levels through enforcement of self-image in the child's cultural setting. Trained teacher aides act as radio broadcast monitors and tutors. As with many of the migrant programs, no objective evidence supports its effectiveness (49).

New York

An investigation of New York State's Migrant Programs to determine whether they were achieving the State's objectives for migrant education concluded that the State's summer programs were helping in all of the five following objective areas:

. Improvement of self-concept.
. Development of social and academic skills.
. Development of language ability and vocabulary.
. Expansion of cultural experience.
. Establishment of sound health and nutritional habits.

As measured by objective tests, the subjects showed gains in traditional reading and arithmetic learning which averaged 150 to 230 percent* above the average national expectancy for this period of time (usually 6 weeks). The programs were not described as employing any unique remedial methods or instructional organization (15).

Texas

The creation and implementation of 6-month school projects, and several program designs encompassed by these and related projects, were described; these are labeled the Enrichment Program and the Self-Contained Migrant Classroom (54).

The Enrichment Program is built upon the base of a regular schoolday. At the termination of the regular schoolday, an extra hour to an hour-and-a-half is spent in providing migrants with additional oral language development. The program does not include basal text work. The student-to-teacher ratio is maintained at 15, or fewer, to one. During the regular day, extra remedial personnel are hired to help the migrants with their work in groups of 12 or fewer.

The Self-Contained Migrant Classroom is also based upon the extended day. The student-to-teacher ratio is maintained at 30, or fewer, to one. Scope and sequence are easier to maintain with each child because material is presented on the child's own level. Also this arrangement allows greater flexibility in the vertical movement of children. In this as well as the Enrichment Program, standard classroom materials and texts are used.

An analysis of the Texas Education Agency's project reported that students involved in 6-month school programs designed to accomplish what is typically taught in 9 months seemed to achieve approximately the same results as students attending for the full academic year (38).

The Texas 6-month school is in session from November, when students return to their home base, until April, when they leave to follow the crops. The school day begins at 8 a.m. and extends to 5 p.m. for 6 days a week. Only four holidays are included on this academic calendar (11).

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*The author would caution readers against making misleading references from percentages and to keep in mind that these are not statistical tests of significance.

Virginia

The Virginia summer program is flexible and ungraded. A teacher aide works with every teacher. The typical day might be:

8:30	Arrival of children at school (a teacher aide rides the bus to school with the children).
8:30- 9:00	Preparation of the student and serving him breakfast (teachers have to be with children during breakfast).
9:00-10:00	Language arts and enrichment activities including reading, spelling, listening, oral language, grammar, writing, storytelling, and other experiences related to social living.
10:00-10:30	Outdoor activities.
10:30-11:00	Basic mathematics skills (fundamentals in the basic operations).
11:00-12:00	Cultural enrichment: field trips, speakers, social experiences, art crafts, TV, films.
12:00-12:30	Lunch.
12:30- 1:00	Rest period.
1:00- 2:30	Individual and group projects, research.
2:30- 4:00	Health and physical education.
4:00- 4:30	Supper.

A further unique feature of this program is a library mobile unit. A truck with a full-time librarian goes into the camps. The truck is equipped with educational material, educational games, and recreational equipment. The focus is on the 12-year-old and older students who are not in the regular program. Going into camp in the afternoon and staying until about 10:00 p.m. provides a chance for reaching these young people (10).

The following emerged as the most effective activities based upon endorsed usage:

- English (speech, reading) (2,4,18)
- English as a second language (2,4,9)
- Cultural enrichment (2,4,23)
- Physical education and recreation (2,4,18)
- Health services in general (2) and specifically medical-dental services and food program (4,9) and clothing service (9,23)
- Waiver of all school-related fees with regard to migrant children (9)

Two studies (9,4) pointed out the value of individualized instruction. The Iowa State Department of Public Instruction (23) came out in support of an ungraded classroom organization for migrant youngsters in the intermediate grades.

California's program put emphasis on verbal drill with attention to oral conversation at this level. Also given a place of importance was the student's adjustment to his daily problems (4).

The Oklahoma State Department of Education (37) reported on a linguistic (migrant) laboratory program, which includes children in the primary and lower

intermediate grade levels (grades 1-4). Classes are held from 3:50 to 5:00 daily and from 9 a.m. to 12 noon on Saturday. The laboratory is staffed with one full-time instructor, a lab aide, and a part-time secretary. The laboratory is equipped with "Show 'n Tell," "Show 'n Tell" films and records in English and Spanish, library books, tape recorders, record players (with English and Spanish records), an opaque projector, a controlled reader, filmstrips and a filmstrip projector, and an overhead projector. The migrant children see and hear these stimuli in Spanish; they respond by repeating and/or discussing in English.

A "unit booklet approach" is used in the Shafter, California, area. It is similar to the curricular plan by which pupils contract to do given work and projects. The migrant students develop their own unit booklets in social studies (map-building activities, geography), mathematics (linear measure, percentage), and science (using the microscope)(3).

Another unit approach was found effective with migrant youngsters in the intermediate grades. Language teachers developed units on good grooming and personal hygiene and gave good-grooming kits to the migrant children (32).

In New Mexico, the language arts approach was concept inculcation, skill building, and oral language drill. The language arts skill sequence was built around listening models (records, films, the teacher) and listening for comprehension and perception (nursery rhymes, teacher-developed stories and fables). The mathematical approach stressed concepts and processes to meet individual needs (an incidental approach). The mathematics program was designed around concrete materials, purchasing common articles, and construction of charts and graphs (9).

One of the innovative components of programs for intermediate level migrant children in Connecticut was individual progress in the area of language structure. The students set their own goals and worked at a pace appropriate to their own learning capabilities and styles (29).

Secondary Level Programs

The greatest problems involved in educating the migrant student at the secondary school level appear to be (1) initiating his attendance and (2) keeping him from dropping out. A smaller proportion of migrant children is in secondary programs(43,47). A survey of the migrant situation in the State of Idaho revealed a high dropout rate among migrant students. Thirteen of sixteen reporting districts had three or fewer migrant students at the eighth-grade level, the highest level surveyed. These migrants had a dropout rate 4 times greater than Idaho's statewide average (47). A survey of the New Mexico program also indicated that a large percentage of junior and senior high school migrant students did not participate in the program (9).

Nationally, very little is being done to meet young migrants' needs. One program, yet in its infancy, does offer some promise. The "Learn and Earn Experiences" was designed to lessen the financial problem in Broward County, Florida (5). As its name implies, this program provides opportunities for migrant boys and girls to earn as they learn. Supervised work experiences provide an opportunity for the students to understand the responsibility of workers, develop attitudes which enable them to be successful employees,

acquire prevocational skills and information, and earn a small amount of money each week. (This small amount is often on a par with what they might average in the fields.) Youths, ranging in age from 14 to 17, are engaged in activities such as office work, assisting teachers and librarians, and assisting tutors in after-school programs.

Provision for economic security through paid educational and vocational training programs was one of the features of the Migrant Compensatory Education Project for students 14 to 21 years of age (15).

Also in keeping with this overall money factor the New Mexico program for grades 7 to 12 had all fees for migrant students waivered (9).

The "6-month school year program" in Texas also would appear to help alleviate the problem. After receiving schooling in this time period, the migrant students would be available to follow the crops with the family during the work season (11).

With regard to instructional organization, the ungraded classroom is recommended (23). Individualization of instruction is endorsed as well, and instruction need not take place only in the regular classroom. Classes can be held in the homes of students, tutors, and/or teachers, and in the farmhouse of employment (9).

The area encompassing physical and social needs is given high priority (2,4, 9,23,37).

A 6-week program for migrant students in the sixth through tenth grades is reported. Boys and girls were instructed separately. The girls were instructed 5 1/2 hours per day for 5 days per week in home economics, personal care and hygiene, sex education, and cultural aspects. The boys were instructed for the same period of time in health and culture programs, woodworking, and leather and metal handicrafts (37).

Other common activities are:

. Cultural enrichment (2,4,23,37)
. Activity periods (23)
. Language arts (reading and speech)(2,4,9)
. English as a second language (2,4)

Adult Education Programs

A rather bleak picture of the migrant adults' views on education for themselves is presented. The workers reported that adults in general are not interested in education for themselves; they see no reward in it. They do not think of education as a means for them to better their lot in life. Most of them have experienced so much failure that they seriously doubt their potential for further learning. Migrant adults rationalize against further education by saying they are "too old" or "too stupid." (38)

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

Some prognosticating as to what can be done to recruit and retain migrant adults in educational programs indicated personal contact is high on the list. Other possibilities for interesting the migrant adult include the use of an "intermediary" peer, counseling, subsistence payment, and relevant courses (38).

Adult basic education should provide instruction in practical mathematics, English, and Spanish, where appropriate (2).

Reading skills may well provide the confidence which will lead to increased ability of the migrant adult to manage his life. More specifically, it is suggested that the basic education program should cover:

- Reading: The adult migrant should be taught to read and comprehend at a level equivalent to the average eighth-grade student.
- Writing: The adult migrant should be taught to complete applications and other employment forms clearly and legibly. He should also be taught to compose single letters and to make out orders.
- Arithmetic: The adult migrant should gain mastery of basic operations: addition, subtraction, multiplication, and division. Application of the fundamentals to common real situations should be the goal.
- Speech and Listening: The adult migrant should be taught to understand instructions in normal employment and in other conventional situations.

Disagreeing with the rationalization presented in one report (38), the realistic possibility that these adults can be retrained and better educated was noted (22).

The following areas were recommended for inclusion in migrant adult educational programs: work skills (agricultural and industrial), homemaking skills, health education, child care, and economics education of the useful type (30).

A community school, operated daily from 2 to 10 p.m., emphasized skills needed to raise the culture and educational levels of migrant adults in basic English, arithmetic, reading, and sewing. Simultaneously within the school, arts and crafts activities were available for the children so that the entire family could attend at the same time (32).

Vocational training may motivate migrant adults to learn, and this motivation may transfer to other needed educational areas. It was noted that curricular attention to health education and money education for improving buying habits also has value. The curricular approach receiving endorsement is the problem-centered approach (38).

A report on testing procedures indicated that the more formal the adult basic education, the more easily it may be tested; however, a formal program is not necessarily desirable (39).

A specific need for economics education was noted in such programs as Social Security. Migrant adults were shortchanging themselves in many instances: some had several different cards and numbers; some had none; some gave false numbers--all to the detriment of their personal security (6).

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

The Linguistic Laboratory (37) was made available to migrant adults two nights per week. Also with regard to language development procedures, programed reading instruction for adults was endorsed (22). It was pointed out that the native migrant does not suffer from inherent barriers associated with the English language as does the Spanish migrant, and therefore the native migrant benefits from such a procedure.

An interesting procedure used in Espanola, New Mexico, was related whereby a tutor would visit a large migrant family each day to conduct remedial instruction in reading, writing, and arithmetic (9).

The Migrant Compensatory Education Project contained provisions for economic security through paid educational and vocational training programs for migrants aged 14 to 21 and their families. This was found beneficial, at least for young migrant adults (53).

Recommendations regarding educational problems facing migrants "settling down" in one area were made. It was emphasized that more attention should be given to community adjustment--acculturation, use of community resources, and designation of community responsibilities (30).

PRIP

No. 19-C

INTERSTATE COOPERATION FOR THE EDUCATION OF MIGRANT CHILDREN

Although one might assume that, due to the interstate nature of migrancy, interstate programs in education would be developed, this has not been the case. This does not mean that nothing is being done, however.

An important development in the interstate area has been the formation of the National Committee on the Education of Migrant Children, which works at the national, regional, and State levels to encourage school districts to get and keep the migrant child in school. This committee is particularly interested in expansion and improvement of educational opportunities in those States which the migrants call home (51).

Some direction from the national level came from a National Model for Program Development and Evaluation, drawn up by a steering committee at the first National Convention of State Migrant Coordinators (33) recently held in Denver, Six objectives were identified:

- Identify migrant children.
- Determine basic educational needs of migrant children.
- Develop programs to meet objectives.
- Provide for staff development.
- Bring about interagency and interstate coordination.
- Bring about total community involvement.

Interestingly, California, with a predominantly intrastate migrant situation, has reported the existence of some interstate features. The State's program included interstate cooperation with Arizona, Oregon, Texas, and Washington. Specifics of this cooperation were exchange of teachers, inservice education of migrant educational staff, and exchange of information on effective techniques in educating migrant children (4).

One report did not tell of existent interstate programs but recommended the development of a corps of teacher aides from among migrants to travel with and help the children (16).

A rather negative view toward any type of mobile instructional arrangement contended that the migrant stream is very unstable as a result of such variables as weather, crop conditions, growing seasons, changes in crops, mechanization, and market variation. These uncertain factors make it difficult to follow a group from the beginning to the end of the season. It was felt that this area needs further research before mobile instruction can be recommended (38).

Record transfers seem to be the one interstate feature in which significant State progress is being made. Interstate record transfer systems are endorsed and recommended (4,8,53).

The 1969 report of the Subcommittee on Migratory Labor, United States Senate (52) spells out what is presently available. A pilot project in interstate cooperation, to formulate a record transfer system, was launched during fiscal year 1967 in Monterey, California. As a result, State coordinators met during the year and developed a record transfer plan which was implemented in late 1968 by the Office of Education. The Uniform Migrant Student Transfer Form (see copy of form on next page) has six major groupings of information:

- Path, family and attendance information.
- Health information.
- Special test information.
- Data on special interests, abilities, and needs.
- Demographic data.
- Information resulting from analysis of basic student data.

Items 1 through 4 constitute the migrant student record; items 5 and 6 are byproducts of the system and are output as special reports.

Each student record, if completely filled in, contains a total of 1,435 characters and represents a student's cumulative academic and health history while attending up to four schools. Any given school thus enters (on the average) fewer than 360 characters of information on each new migrant student enrolled.

In addition to this record, the system incorporates a quick-response "critical data record," containing information needed immediately to facilitate school enrollment. The data are sent via computer to a terminal close to the school and are available for use on the same day that the student arrives for enrollment, if such records are housed in the depository.

At present, selection of the actual number of depositories and the specific intermediate communications hardware has not been reported. The number and location of terminals will depend primarily upon student density in a given location. The Arkansas State Department of Education has been awarded the contract for the data bank. This will be housed in the Arch Ford Education Building, Little Rock, Arkansas.

TRANSACTION CODE

UNIFORM MIGRANT STUDENT TRANSFER FORM

K1. STUDENT LAST NAME | STUDENT FIRST MIDDLE INIT | SEX | BIRTHDATE | VERIFIED BY | BIRTHPLACE CITY | BIRTHPLACE COUNTY | STATE | | ID NO.

RELATION F-FATHER, M-MOTHER, G-GUARDIAN ✓ HEAD OF HOUSEHOLD

SCHOOL DATA

S1.	SCHOOL 1 →				SCHOOL ID							SCHOOL NO. 1
P1.	PARENT GUARDIAN				DATE ENROLLED MO DAY YR.	DATE WITHDREW MO DAY YR.	ABS	DAYS PRES	ENROLL			
P2.	PARENT GUARDIAN											
S2.	[illegible]											
P3.	[illegible]											
P4.	[illegible]											
S3.	SCHOOL 3 →				SCHOOL ID							SCHOOL NO. 3
P5.	PARENT GUARDIAN				DATE ENROLLED MO. DAY YR	DATE WITHDREW MO. DAY YR.	ABS.	DAYS PRES.	ENROLL			
P6.	PARENT GUARDIAN											
S4.	SCHOOL 4 → [illegible]											[illegible]
P7.	[illegible]											
P8.	[illegible]											

	SCHOOL IDENTIFICATION	TYPE EXAM. F/T	T/S	A/S	O/S	T/B ←TB TYPE	DATE ADM. MO. YR	ABNORMAL YES/NO	RECOM. TRT. CODE	ACTUAL TRT. CODE	DATE TRT. START MO/YR	DATE TRT. COMP. MO/YR	FOLLOW UP OF LINE NO.	OTHER HLTH DATA YES/NO	URGENT * YES/NO
H1.						N-NEG									
H2.						P-POS									
H3.						A-ACT									
H4.															
H5.															
H6.															

* SPECIFY CONDITION MARKED URGENT ON LINE NUMBER

IMMUNIZATION RECORD

INOCULATION OR VACCINATION	SERIES NO.	DATE ADM. MO/YR	NEXT INOCULATION DATE MO/YR
I101 DPT			
I102 DT			
I103 MEASLES (GERMAN)			
I104			
I105 MEASLES (RED)			
I106			
I107 MUMPS			
I108 POLIO (INOCULATION)			
I109			
I110 POLIO (ORAL)			
I111			
I112 TETANUS			
I113 INFLUENZA			
I114 TYPHOID PARA-TYPHOID			
I115			
I116 SMALLPOX			
OTHER I117			

CHRONIC CONDITION

C101 ALLERGY	
C102 EPILEPSY	
C103 DIABETES	
C104 RHEUMATIC HEART	
C105 OTHER HEART	
C106 LUNG (NOT T.B.)	
C107 ASTHMA	
C108 HEMOPHILIA	
C109 ANEMIA	
C110 NERVOUS STOMACH	
C111 DRUG SENSITIVITY	
C112 OTHER	

MOST RECENT EXAM

TYPE	DATE MO/YR
PHYSICAL	
VISUAL	
AUDIO	
DENTAL	
T.B.	

TEST INFORMATION

	SCHOOL IDENTIFICATION	TEST NAME CODE	FORM	TEST LEVEL CODE	DATE MO/YR	SCORE	SCORE TYPE R/S	%	G/E	S	O
T1.											
T2.											
T3.											
T4.											
T5.											
T6.											

SCORE TYPE DEFINITION: R/S-RAW SCORE; % PERCENTILE; GE. GRADE EQUIVALENT; S - STANINE; O - OTHER

SCH NO.	0	1	2	3	4	5	6	7	8	9
E1										
E2										
E3										
E4										

TEST NAME T7. 16. T8. 17. OTHER

STUDENT LAST NAME | STUDENT FIRST MIDDLE INIT | SEX | BIRTHDATE | VERIFIED BY | BIRTHPLACE CITY | BIRTHPLACE COUNTY | STATE | | ID NO.

READING

	READING ABILITY 01 NON READER –	BELOW AVERAGE 2	AVERAGE 3	SKILLED 4	SPECIFIC COMPREHENSION SKILLS 02 GETS MAIN IDEA WEAK 2 STRONG 3	03 RECALLS DETAILS WEAK 2 STRONG 3	04 FOLLOW SEQUENCE EVENTS WEAK 2 STRONG 3	05 VOCAB KNOWLEDGE WEAK 2 STRONG 3	06 ABIL. TO INFER MEANING WEAK 2 STRONG 3	SPECIFIC WORD ATTACK SKILLS & DIFFICULTIES 07 KNOWS BEGIN-END SOUNDS WEAK 2 STRONG 3	08 PAYS ATTEN TO SYLLABLES WEAK 2 STRONG 3	09 USES CONTEXT CLUES WEAK 2 STRONG 3	10 SPEED OF RECOG WEAK 2 STRONG 3	11 SOUND DISCRIMINATION WEAK 2 STRONG 3
R1.	1													
R2.	2													
R3.	3													
R4.	4													

	PRIMARY LANGUAGE 12 ENGLISH 1	SPANISH 2	OTHER 3	ABILITY TO COMM IN ENGLISH 13 DIFFICULT –	AVERAGE 2	SKILLED 3	SPEECH DISORDER 14 SEVERE 1	MILD 2	NONE 3	HEARING DISORDER 15 SEVERE –	MILD 2	NONE 3	UNDERSTAND DIRECTIONS 16 POOR 1	FAIR 2	GOOD 3
R1.															
R2.															
R3.															
R4.															

	MATH COMP 17 DIFFICULT –	AVERAGE 2	SKILLED 3	COMPOSITION 18 DIFFICULT –	AVERAGE 2	SKILLED 3	SCIENCE 19 DIFFICULT –	AVERAGE 2	SKILLED 3	SOCIAL STUDIES 20 DIFFICULT –	AVERAGE 2	SKILLED 3	MATH CONCEPTS 21 DIFFICULT –	AVERAGE 2	SKILLED 3
R1.															
R2.															
R3.															
R4.															

CREATIVE / SCIENCE / READING / SPORTS

	DRAWING 01 INTEREST –	ABILITY SOME 2	STRONG 3	PAINTING 02 INTEREST 1	ABILITY SOME 2	STRONG 3	CARVING 03 INTEREST –	ABILITY SOME 2	STRONG 3	CREATIVE WRITING 04 INTEREST –	ABILITY SOME 2	STRONG 3	MUSIC 05 INTEREST –	ABILITY SOME 2	STRONG 3	DRAMA 06 INTEREST –	ABILITY SOME 2	STRONG 3
W1.	1																	
W2.	2																	
W3.	3																	
W4.	4																	

	INDUSTRIAL ARTS 07 INTEREST –	ABILITY SOME 2	STRONG 3	HOME ECONOMICS 08 INTEREST –	ABILITY SOME 2	STRONG 3	NATURAL SCIENCE 09 INTEREST –	ABILITY SOME 2	STRONG 3	SOCIAL SCIENCE 10 INTEREST –	ABILITY SOME 2	STRONG 3	MATH 11 INTEREST –	ABILITY SOME 2	STRONG 3
W1.															
W2.															
W3.															
W4.															

	RIVERBOAT ADVENTURE 12 INTEREST –	ABILITY SOME 2	STRONG 3	BIOGRAPHY 13 INTEREST –	ABILITY SOME 2	STRONG 3	NON-FICTION 14 INTEREST –	ABILITY SOME 2	STRONG 3	SCIENCE 15 INTEREST –	ABILITY SOME 2	STRONG 3	SPORTS 16 INTEREST –	ABILITY SOME 2	STRONG 3	GROUP SPORTS 17 INTEREST –	ABILITY SOME 2	STRONG 3	[illegible] INTEREST –	ABILITY SOME 2	STRONG 3
W1.																					
W2.																					
W3.																					
W4.																					

CODES LIST FOR UNIFORM MIGRANT STUDENT TRANSFER FORM

TREATMENT CODES

00 Not applicable
01 Medication only
02 Referral to physician, dentist, optometrist, clinics, etc.
03 Surgery
08 Physical therapy
11 Leg brace
12 Other medical or surgical followup or care
20 Filling of tooth (teeth)
21 Extraction of tooth (teeth)
23 Prophylaxis
24 Capping of tooth (teeth)
25 Dentures
26 Partials (removable bridge)
27 Permanent bridge
28 Crown
29 Root canal
39 Other dental
40 Glasses
41 Contact lenses
42 Patching of eye
50 Visual training for reading problem
51 Visual training for crossed eyes
52 Visual training-eye rotation
53 Visual training-stereoscope
54 Visual training-choiroscope
55 Visual training-tracing
56 Visual training-parquetry blocks
57 Visual training-geometric templates
58 Visual training-other
59 Other vision
60 Hearing aid
61 Other hearing training
65 Speech therapy
69 Other hearing
72 Instruction in special classes
73 Special attention by teacher

OCCUPATION CODES

01 Harvesting or picking (hand)
02 Harvesting or picking (machine)
03 Equipment operator
04 Pruning
05 Cultivation (hand)
99 Other

TEST NAME CODES

01 Wide Range Achievement Test
02 Standard Achievement Test
03 California Achievement Test
04 Botel Reading Test
05 Arithmetic Achievement Test
06 Metropolitan Readiness Test
07 SRA Achievement Test
08 Iowa Test of Basic Skills
09 California Test of Basic Skills
10 Sequential Tests of Educational Progress
11 Child Development Analysis
12 Gray-Votaw-Rogers General Achievement Test
13 Peabody Picture Vocabulary
14 General Aptitude Test Battery
15 Iowa Tests of Educational Development
16 Other (1st)
17 Other (2nd)

COUNTRY OF BIRTH CODES

Make no entry under "Country" on the Transfer Record for any student either born or naturalized a U.S. citizen. For all other students, if name of the country is one word, then use first two letters of the name; more than one word, use first letter of the first two words in the name.

TEST LEVEL CODES

1 - Primary (Grades 1-3)
2 - Intermediate (Grades 4-6)
3 - Jr. High (Grades 7-9)
4 - Sr. High (Grades 10-12)

PROGRAM TYPE CODES

0 Health - Recreation
1 Pre-School
2 Tutorial Services
3 Cultural Enrichment
4 Remedial Reading
5 English as a Second Language
6 Language Development
7 Vocational Education
8 Remedial Mathematics
9 Other

INOCULATION SERIES CODES

0 Not applicable
1 1st
2 2nd
3 3rd
4 Revaccination
5 Booster
8 One shot if only one required
9 Unknown

TRANSACTION CODES

G Generate a data bank record
E Enrollment of student, print out of record
W Withdrawal (update also implied)
U Update existing student record
T Terminate existing student record
Q Request Critical Data Record

PRIP No. 19-D

EDUCATIONAL TESTING PROGRAMS FOR MIGRANTS

Many worthwhile guidelines on procedures and procedural recommendations for tested administration have been reported. It is advisable to use more than one type of test; however, if time and/or money problems restrict use to only one, the best choice would be a test battery. The tests most used in migrant evaluation include the following: California Achievement Tests, Gray Oral Reading Tests, New Stanford Arithmetic Test, Peabody Picture Vocabulary Test, Wechsler Adult Intelligence Scale, Strong Vocational Interest Blank, and Grey-Votaw-Rogers General Achievement Test. None of these, it is felt, meets the specific requirements of the migrant group. Nothing is wrong with teacher-made tests but many teachers lack the necessary sophistication to construct such tests. It is suggested that the *Mooney Problem Checklist* be used with migrants having some reading knowledge. This test gives the teacher, through interpretation of a counselor, insight into the subject's personal problems (39).

The administration of tests 2 to 3 weeks after classes begin is recommended, though these should not be referred to as tests so as to ward off test-situation apprehension within the individuals to be tested (39).

Wherever possible the teacher should administer tests. Further, teachers should be taught to administer the simpler tests. Group demonstration sessions for such testing are advisable. Test results should serve five purposes (39):

. To diagnose the needs of students, either individually or as a group.
. To determine initial placement of students.
. To measure achievement and progress within a group.
. To help identify needed modifications in a program.
. To determine eligibility of students for certification and/or promotion.

The Iowa State Department of Public Instruction (2) reported that migrants are placed in State programs on the basis of standardized test results. Some parts of the tests were revised so that the student was not handicapped too severely by the English language test structure. The report suggested that students be pre- and post-tested, using standardized tests on a yearly basis in their local home-base schools (23).

Two reports seem to typify the unclear use of standardized tests in migrant programs. One felt that the use of appropriate, standardized, objective measures is most valuable (15). Another stated that standardized tests are inappropriate

for use with migrants, indicating that the migrant, in most instances, cannot read English in the first place; further, he cannot understand the tests due to the strong middle-class orientation of material (36). It was also felt that the test used in one study (Forms I and II of Kagan's *Matching Familar Figures Test*) was not providing a true measure of the children due to its middle-class predisposition (42).

Migrant subjects drop behind resident subjects in the upper grades. At the primary level the two groups remain about even (8).

Some interesting attitudinal findings observed that migrant children possessed well-integrated personality makeups. The children were found to have good self-concepts within their own subculture; however, these good self-concepts rapidly deflate when the children must compete with other subcultures socially and academically. It was further observed that the tight family unit contributes to the good emotional development of migrant children. (32).

The Office of Education (36), after testing migrant children who were in the Texas program for 3 consecutive years and comparing their scores to those of other migrants and nonmigrants, reported the following findings:

- If migrants entered the program in grade 1, they were found to be 1 month ahead in arithmetic and 3 months ahead in paragraph meaning, as measured against migrants who entered the program in the third rather than first year.
- If they entered the program in grade 4, by grade 6 (2 years later) they gained, on the average, 1 year in paragraph meaning and 7 months in arithmetic.

These findings helped to point out that the greater gains of migrant students who remained in the program for more than 1 year were due to the cumulative effect of the Texas program.

IPRIP

No. 19-E

HEALTH EDUCATION FOR MIGRANTS

When migrants are asked the question, "What is the saddest thing in life for you?" the answer was invariably, "Sickness" (38). Yet, there is a tremendous lack of knowledge as to cause-effect health relationships on the part of migrants. As an example of lack of health knowledge the observed feeling among migrants that "worms," intestinal parasites, are common among all people was cited (6). The fact that the majority of migrant adults cannot read health pamphlets only serves to complicate the issue.

The 1957-66 annual report of the Florida State Migrant Health Project (12) presented some of the problems faced in bringing health education to migrants. Language, especially with Spanish-American migrants, presents a barrier. It was noted that Spanish-Americans were insulted by being presented health education materials prepared in Spanish. They did not like the idea of being treated like foreigners. Education in sanitation and garbage control was found to be lacking. Some of the positive features of the Florida program were slide showings to aid health education, home nurse visitation, and health education pamphlets written in English (with many illustrations dealing with such topics as roundworms, hookworms, diarrhea, garbage, prenatal care, baby immunization, adult immunization, planned parenthood, venereal disease, and sores).

In a 1967 Florida State Education Department report (13), the controversial topic of sex education emerged. It was concluded that migrant children need sex education at an early age for their own protection. The synthesized literature offers no suggested or enacted programs, however.

The health (medical-dental) services programs and the instructional emphasis on personal hygiene and grooming being offered at the elementary and secondary levels offer some promise for a better health-educated migrant population.

PRIDE

No. 19-F

PARENTAL INVOLVEMENT IN EDUCATION

The importance of parent-teacher contacts, suggesting that they be stimulated and developed where they do not yet exist is emphasized (26). The two factors most strongly related to scholastic aspirations of migrant students were parental based--parental interest in school attandance and financial situation of the parents.

An empirical study of one of the major factors of parental influence, done in Racine, Wisconsin, used Negro and Mexican-American migrants as the sample. Subjects were classified as *active*, possessed of a change-it-yourself attitude toward the world, or as *passive*. A direct relationship between active and passive value orientation and the aspirations of respondents for their children was discovered. Mexican-Americans and Negroes who are *active* seek education for their children as a way of implementing their general aspirations (45).

Migrant teacher workshops emphasize that establishment of better communication between school and parents with regard to the children must be fostered. It is essential that migrant parents come to the schools to participate in PTA's and other activities (13).

Reporting on California's Union District Project, a five-step process to achieve parental involvement is presented (27).

- Extend a personal invitation to migrant parents to participate in an activity.
- Send bilingual memos home at regular intervals.
- See that invitations are sent out for special events.
- Extend an invitation for parents to visit school for a day or more.
- Extend an invitation for parents to participate as members of the program's Project Advisory Committee.

A minority group meeting was conducted in the Immokalee Elementary School to determine what parents wanted for themselves regarding education, with the further objective of a closer parent-school relationship (40). These adult aspirations also provided insight into areas of importance as perceived by these adults as parents.

The parents wanted:

- To develop good conversational English.
- Help in better homemaking procedures.
- A fuller knowledge of social customs.
- To learn to read and write English.

The men wanted:

- Knowledge of auto and truck repair.
- Instruction in farming methods.

PRIDP

No. 19-G

TEACHER TRAINING PROGRAMS

The following objectives to be achieved in teacher training programs were presented (22):

1. Show the teachers how to meet the disadvantaged migrants on their own ground.
2. Generate genuine interest in, and respect for, these migrants.
3. Free teachers, through exposure to disadvantaged migrants, of any negative preconceptions they may have about migrants.
4. Show teachers how to use methods adopted to the migrant's learning styles.
5. Help teachers develop a distinctive teaching style.
6. Stress the teacher's awareness of the good things in the cultural behavior and style of these people, such as
   - . The freedon of migrants from the strain which accompanies competitiveness
   - . The migrant's equalitarianism, informality, and humor.
   - . The freedom of migrants from self-blame and overprotection by parents.
7. Select teachers, teacher aides, and interested volunteers with care.
8. Make teachers aware of the value of instructional materials which reflect the everyday world in which migrants live.

In a survey of educational programs for migrants, one finding revealed that inservice training time ranged from a high of 40 days (reported by one school) to a low of 1 day (reported by 23 schools). The mean of the 171 reporting school areas was 5.3 days. It was further noted that the academic preparation of teachers of migrants compared favorably with that of teachers in other programs (43). Based upon the judgment of administrators involved in such programs, the best methods to employ were felt to be workshops, seminars, and conferences (9).

The California State Department of Education (8) reported on its Migrant Teacher Institutes. During the first phase, consisting of a 3-week on-campus session, the principles, problems, and practices of teaching migrant children are investigated. The second phase involves supervised practical experience, and the concluding phase is a 2-day, on-campus critique.

The Oklahoma State Department of Education (37) reported a 2-week workshop program to instruct the teachers in conversational Spanish so as to enhance their ability to communicate with bilingual students.

The teacher education program and philosophy at the New York State Center for Migrant Studies was described as encompassing lectures, field trips, instructional materials, resource persons, observation of and experience with children, and direct contact with the migrants' environment (28). The five objectives listed in the Garofalo (15) report provide the structure for this program.

The first objective, self-concept improvement, is approached by providing teachers with sociological, historical, and economic background information about the culture--presented by knowledgeable representatives of national, State, and local public and private sources, as well as by members of the culture. A second teacher exposure to the child's concept of self is provided through direct contact with his environment. The desired end-result is broadening of teachers to have some cognitive and affective bases for understanding these children. Teachers can then learn about ways of improving the self-concept: taking pictures of the children for use on bulletin boards; having the children write or dictate stories; listening to the children; and accepting them.

With regard to the second objective, language and vocabulary development, teachers can be educated to understand the importance of the migrants' language pattern to personal security. This can be built upon positively by utilizing language pattern games and scripts written or dictated by the children, enabling them to communicate outside their culture. These teachers must be sensitized to the realization that vocabulary or concept development techniques must be demonstrated. Many teachers tend to assume that these children understand the meaning of words such as *house*, *bathroom*, and *lawn*. If vocabulary is to have some meaning, teachers must provide a concrete base--real experience (see, touch, use) if possible, for visualizing what words represent. Further, teachers must understand the children's vocabulary if communication essential to learning is to take place.

Skill development, the program's third objective, begins with the assumption that the children's pattern of failure--caused by lack of successful skill development in reading, writing, arithmetic--makes it imperative for teachers to be able to ascertain readily where children are in these skills and to guide them successfully from step to step. Too often skill development means drill to teachers, which leads to boredom for children. Adaptation of skill development to the children's world and utilization of games can help to make learning meaningful and fun.

Enrichment experiences (expansion of cultural experience) involve sensitizing teachers to provide experiences often taken for granted but in reality not part of the migrant's repertoire. These include experiences such as visiting the supermarket, the bank, transportation facilities, or library. This program contends that these enrichment experiences are basic to all work with culturally different children. The more real and meaningful exposure to life they can get, the better the foundation they will have for all learning.

The description of the New York State program concludes by identifying the goals of the teacher education program for the following areas: self-concept development, language and vocabulary development, skills development, and experiences. It is

contended that the goals can best be achieved if the following experiences are provided:

- Observation of use of recommended procedures with a group of children.
- Utilization of these procedures, as well as those developed by the teachers under the guidance of consultants in each field (art, music, audiovisual, physical education, literature, etc.), with these children in a group and on a one-to-one basis.
- Having videotapes made of these lessons for group and self-evaluation.
- Opportunity to examine and use (or adapt for use) the latest instructional materials which are housed in a readily accessible materials center.

No. 19-H

TEACHER AIDES IN MIGRANT EDUCATION

In defining the teacher aide's role in migrant education, one study (48) stated that teacher aides should:

- Have skill in the operation of audiovisual devices and machines.
- Have skill in the construction and production of curricular and instructional materials.
- Be competent in first-aid skills.
- Be competent in recordkeeping skills.
- Be able to supervise the playground and lunchroom.
- Develop a perception of when to engage effectively in custodial supervision and when to maintain an active leadership in supervision.

The role of teacher aides was also defined as being mostly of a supervisory-assistance, clerical, and monitorial nature. It was firmly felt that teacher aides should be under the direct supervision of a certified teacher and not to be used as substitute teachers. Among specific responsibilities of the aides should be supervision of seatwork and free reading, oral reading of stories, listening to oral reading, and marking papers with the use of a teacher-constructed key (54).

The Mesilla Valley Public Schools, in New Mexico, provided teacher aides with five 8-hour days of training. One characteristic component which emerged from the program is providing teacher aides with detailed lesson plans that include language-patterning techniques, followup activities, and evaluation (48).

Several reports indicated services of merit provided to teachers aides. A program in Imperial County, California, schools in which junior and senior high school volunteers become surrogate big brothers and sisters to migrant youngsters was reported (57). The single most important commodity was indicated as being tender loving care (29). Broward County, Florida, with its "Learn and Earn" Program offered the possibility of combining the positive effect of aides of high school age upon younger migrants with remuneration designed to keep the aides in school by lessening migrant family financial hardships (5).

The Office of Economic Opportunity (35) described its unique Foster Grandparent Program which recruits, trains, and employs low-income persons over 60 years of age to serve neglected and deprived children who lack close personal relationships with adults. This program has six major objectives:

1. To create new employment opportunities for older persons.
2. To provide new roles and functions for older people with low incomes, thus enabling them to maintain a sense of dignity and usefulness.
3. To give emotionally deprived children the affection and attention more fortunate children enjoy in their daily relationships with adults.
4. To stimulate innovations in the fields of child care and institutional administration.
5. To demonstrate through the employment of men and women aged 60 and over, with low incomes, a major new resource of responsible workers for communities and social agencies.
6. To lead to new patterns of cooperation among agencies, professions, and those to be served.

IPRIP

No. 19-I

RECOMMENDATIONS

The following recommendations are made for the educator, based upon the research cited.

General Educational Recommendations

1. New teacher training programs should be created to deal directly with the needs of the migrant child; existent programs should be expanded (11,52).
2. Training programs for day care center personnel should be improved and expanded (1).
3. There should be an expansion of programs to compensate for the migrant student's interrupted educations (1).
4. There should be an expansion of programs of acclimation of migrants into the society at large (1,13,14).
5. Educational programs for migrant adults should be expanded (1,38).
6. Efforts should be made to make and keep learning fun for migrants (3).
7. Programs aimed toward creation of a healthy self-image should be expanded (3,42,56).
8. Efforts should be made to establish clearly defined rules of classroom behavior and to enhance consistency of enforcement (3).
9. Programs designed to meet social and psychological problems faced by migrants should be expanded (14).
10. Direct financial aid should be made available to migrants. Kleinert (25) noted that attacking migrant problems with the same health and education programs used in the urban ghetto would only fail. Society has two alternatives: (a) ignore migrants and hope absorption will reduce their number or (b) offer direct financial aid.
11. Migrant educational programs should be taken to the migrant people (30).
12. Within the context of the 6-month Texas program, the 8-hour instructional day should be shortened (53).
13. Among those migrants who are bilingual, literacy in both languages should be enforced and reinforced (56).
14. Last but not least, institute where nonexistent and expand where existent, programs of joint effort between business, industry, and education for bettering the lot of the migrant farm laborers of our society (14).

Curriculum-Related Recommendations

1. Use the Language Master as a tool in speech and language training (4).
2. Use the language-experience approach as the basis of the language arts curriculum (53).
3. Develop educational curriculums for day care centers designed to compensate for the inadequate school potential of migrant youngsters (1).
4. Use individualized attention by sympathetic and knowledgeable adults to improve achievement, behavior, and self-concept for migrant children (2).
5. Make use of basal reading systems supplemented by an intensive phonics program (11).
6. Basic systems of manipulative or tactile learning best appear to fit the needs of migrant children (11).
7. Develop unique curriculums for migrant students since standard curriculums do not "fit" them (11,52).
8. Use Spanish in the instruction of Spanish-American or Mexican-American migrants (11). At present, this is forbidden by law in Indiana and Texas.
9. Teach the intelligent use of money (13).
10. Expand curriculums based upon the 6-month school year design (16,53). Goodwin's report (16) specifically stated that sessions should begin in late fall and terminate in early spring. There should be a longer school day, and the curriculum should be stripped down to basic subject areas.
11. Develop a standard, centrally administered curriculum for migrant students (16).
12. Further study and expand the use of token reinforcement as a means of enhancing migrant students' achievement (21).
13. Limit migrant group instructional size to from 10 to 15 students (26, 30,38,46).
14. Make a concerted effort in only one academic area in migrant summer programs (26).
15. Use daily take-home writing materials (26).
16. Provide take-home reading materials (26).
17. Base the migrant adult curriculum on the elementary aspects of civilized living: use of telephones, fallacy of superstitions, use of eyeglasses, and communicative skills. Group dynamics should be an intergral part of training, and immediacy of the goals of students should be considered constantly (30).
18. Formal subjects such as mathematics should be deemphasized due to the uncertainty of the makeup of migrant classes (36,38).
19. Teachers should make use of teaching units of short duration (38).
20. Teachers should avoid competition among group members (38).
21. Instructional programs should fit the time and work schedules of migrants (38).

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ERIC

No. 19-K

INSTRUCTIONAL MATERIALS AND GUIDES FOR MIGRANT EDUCATION

Both teachers and administrators have noted the dearth of books and materials designed to meet the special needs of migrant children. Especially needed are materials written in Spanish to teach English to migrants.

Following is an annotated list of current ERIC documents on instructional materials and guides for teaching the migrant child.

Blanton, Dolly, and others. *Suggestions for Teaching the Migratory Pupil.* Shafter, Calif.: Richland School District. 1967.
ED 024 489, 75 pp., MF-50¢; HC-$3.85.

Suggestions for teachers of migrant children are offered in seven individual teaching guides. Levels of study include grades four, five, six, and seven. One general unit deals with providing an effective learning environment for migrant children. Different units represent the subject areas of history, geography, science, and mathematics.

Crawford, Jack, and others. *Language Games in the Yakima Valley. Final Report.* Toppenish, Wash.: Center for the Study of Migrant and Indian Education. 1969.
ED 035 494, 19 pp., MF-25¢; HC-Not available from EDRS.

A program utilizing Teaching Research Language Development that can be taught by teacher aides offers one solution to the major problem of English language development of children of migrant agricultural workers. The materials, known as "Language Games," are structured so that the children participating can help one another. By 16 weeks, based on an average of 15 minutes per day, 4 times per week, significant increases in learning performances were noted. Even more effective use of language expression is expected through continued use of the games. The document also discusses the process of choosing children and teacher aides for the program, the intensive training program for aides working directly with the children, and methods of program evaluation.

Crawford, Marion S. *Planning Homemaking Experiences for Elementary Migrant Children. Inservice Workshop Plan.* Fort Lauderdale, Fla.: Broward County Board of Public Instruction. 1968.
ED 038 227, 18 pp., MF-25¢; HC-$1.00.

Focus of the plan is on the development of homemaking experiences for use in elementary school classes for migrant children. The workshop objective is to guide teachers of migratory children in arranging a learning environment which provides opportunities for students to improve

(1) nutritional habits, (2) personal hygiene, (3) health, (4) methods of clothing and household care, (5) consumer selection and buying, and (6) self-images. A program outline, time schedule, and list of suggested consultants are provided for a five-session workshop. The bibliography includes books, periodicals, pamphlets, and films.

Educational Systems Corporation. *Bibliography for Migrant Education Programs.* Washington, D.C.: The Corporation. 1968.
ED 030 052, 114 pp., MF-50¢; HC-$5.80.

This annotated bibliography of curriculum and other materials is designed primarily to assist consultants and project directors for migrant and seasonal farm worker programs under the Office of Economic Opportunity. Curriculum materials for reading and language, English as a second language, social studies, mathematics, vocational education, and general adult basic education appear in the first section. Subsequent sections list testing instruments; professional journals, periodicals, and related matter on disadvantaged children and migrant ethnic groups; selected background studies and bibliographies on the Puerto Rican population; guides to education and career opportunities; Federal Government and other publications aimed at social and personal betterment; films and filmstrips; and miscellaneous catalogs and bibliographies. Prices (including free items) are cited wherever possible. An extensive list of publishers is included.

_____, *Presentations, Educational Training Conference for Illinois Migrant Council (December 7-8, 1968).* Washington, D.C.: The Corporation. 1968.
ED 030 053, 51 pp., MF-25¢; HC-$2.65.

Papers prepared for the 1968 training conference for members of the Illinois Migrant Council deal with the migrant dilemma of poverty and powerlessness; the role of paraprofessionals in migrant education; guidelines for counseling and psychological testing; techniques for teaching English pronunication, vocabulary, and structure (English as a second language); and psychological principles of curriculum development for adult basic education.

Florida Atlanta University. *An Annotated Bibliography of Migrant-Related Materials.* Boca Raton, Fla.: The University. 1969.
ED 030 523, 143 pp., MF-75¢; HC-$7.25.

Over 1,000 annotated entries present a variety of materials related to the teaching and understanding of the migrant and culturally deprived student. Materials are divided into six major content areas: (1) health, (2) information on migrants and culturally disadvantaged, (3) curriculum materials, (4) guidance, (5) occupational, and (6) supplementary information. Each of the entries is indexed by a four-digit code which indicates the content area, form of material, level of reading and/or interest, and availability.

Haviland, Richard T. *Speech and Language Program for Migrant Children.* Geneseo, N.Y.: State University of New York. 1969.
ED 038 232, 30 pp., MF-25¢; HC-Not available from EDRS.

A curriculum in speech and language improvement for migrant children is provided. The overall methodology used is similar to the audiolingual method of teaching a foreign language, emphasizing pattern drill and listening rather than learning rules and their exceptions. Primary goals of the program are (1) development of listening skills and (2) encouraging participation from children in standard English drills in order to provide adequate experience with English as a second language. The guide includes eight units which list primary and secondary materials and which give special hints for teaching migrant children. Suggestions of sounds for gross sound training and a list of support materials for the program are appended.

Hinz, Marian C., ed. *Resume of Materials, Suggestions, and References Gathered During the Shippensburg Conference on the Education of the Migrant Child (June 10-21, 1968.)* Shippensburg, Pa.: Shippensburg State College. 1969.
ED 029 722, 145 pp., MF-75¢; HC-Not available from EDRS.

Abstracts of speeches related to the teaching of predominantly rural, migrant, and disadvantaged children are included in the document. Topics include academic achievements of migrant children, identification of educationally deprived children, health and health care of migrants, problems of the migrant, and school and the migrant child. Several units of study are suggested for the teacher. Ideas, with materials needed and references, are given on a variety of games, creative and printing activities, field trips, bulletin boards, story groups, science topics, and music activities.

Jacobs, Charles C. *An Approach to Migrant Bilingual Education.* Dover, Del.: State Department of Public Instruction. 1968.
ED 022 619, 32 pp., MF-25¢; HC-$1.36.

This document presents activities and rationale designed to help children of Spanish-speaking migrant workers become bilingual and bicultural. Included are English-to-Spanish work lists (with phonetic spelling) to familiarize teachers with a basic Spanish vocabulary. Selected instructional activities are presented for elementary, middle, and upper level students with emphasis on oral activities.

Markham Elementary School. *Communication Skills Program.* Pompano, Fla.: The School. 1967.
ED 037 263, 69 pp., MF-50¢; HC-$3.55.

The communication program developed by the Markham Elementary School personnel utilizes the diagnostic and team approach to learning. Instruction in communications skills (listening, reading, speaking, writing, handwriting, and spelling) is structured by sequential achievement phases which allow the migrant child to start where his abilities best qualify

him and to proceed at his own pace. The document contains a complete set of forms for evaluating the student at each phase of instruction to determine if he is ready to advance to more complex skills in the sequence.

Michael, Alice, ed. *Migrant Education Handbook*. Sacramento, Calif.: State Department of Education. 1967.
ED 031 319, 77 pp., MF-50¢; HC-$3.95.

The handbook is directed to teachers of economically and culturally deprived, Spanish-speaking migrant pupils having a limited command or a complete lack of English. Suggestions are given for providing a wide range of opportunities for meaningful oral communication as a means of overcoming this obstacle and promoting the use of standard English. The use of real and vicarious activities, reading aloud, art and music activities are suggested, along with techniques for using these activities to develop social growth as well as reading and/or self concept. Methods of correcting special learning problems, the problems of school placement of the migrant child, the advantages of having teacher aides, and the characteristics of persons best equipped to work as aides are treated. Emphasis is placed on involving Mexican-American parents by home visitation. Short bibliographies are provided.

Michigan State Department of Education. *Handbook for Teachers of Migrant Children*. Lansing, Mich.: The Department. 1970
ED 038 203, 72 pp., MF-50¢; HC-$3.70

A wide spectrum of educational problems common to migrant children are covered in this teacher handbook. Besides attending to the need for developing an appreciation for, understanding of, and empathy for the migrants and their problems, the document covers the following topics: (1) working with migrant parents, (2) working with aides, (3) the migrant and his curriculum, (4) teaching language arts, (5) teaching social studies, (6) teaching mathematics, (7) teaching science, (8) teaching health and homemaking, (9) creativity, (10) correlation of subject matter, and (11) student evaluation. The handbook is built around the concept that proper understanding and student expectancy do influence the education of migrants. A 167-item bibliography, indexed by subject area, is included.

Ogard, E.B., and Potts, A.M., eds. *Handbook for Teachers of Agricultural Migratory Children*. Monmouth, Oregon: Oregon College of Education. 1966.
ED 032 140, 75 pp., MF-50¢; HC-$3.85.

In a handbook prepared for use in workshops on migrant education, suggestions for improved English language programs for migrant children and their parents are presented, along with inservice education recommendations to help teachers gain skills required to teach English as a second language. A health and nutrition program for disadvantaged migrant children is outlined which emphasizes practices in the school which are needed to promote estabishment of good health habits. The duality of

certain American values and the school's role in value learning are examined. The importance of operational values such as personal independence and group cooperation and the importance of helping the disadvantaged child to develop his own value system are emphasized.

Sherman, Neil W., ed. *Learning on the Move; a Guide for Migrant Education.* Denver, Colo.: State Department of Education. 1960.
ED 032 139, 230 pp., MF-$1.00; HC-$11.60.

Ideas, methods, techniques, and materials to aid teachers in the education of migrant children are presented. The guide is the result of 4 weeks of intensive workshop planning and investigation into migrant education by a group of teachers, principals, and agency workers. Problems discussed are attendance, transportation, placement, student records, and health and lunch programs. The curriculum development presented encompasses educational needs, learning readiness, language arts, mathematical concepts, skill development and enrichment, reading, arts and crafts, science, physical education, and geography which utilizes travel experiences. Worksheets and exercises are outlined which aid in writing and skill development. Samples of forms and tests are included which are used in evaluating placement, reading ability, writing and language skills, and mathematical skill. A bibliography is included.

Stapp, William B., and others. *Migrant Children...Outdoor Education's Role in Language Development.* Columbus, Ohio: State Board of Education. 1969.
ED 032 178, 29 pp., MF-25¢; HC-$1.55.

Ways in which outdoor education activities can be utilized in teaching language skills to migrant children are considered in four workshop presentations.

Swanson, Particia. *Health Care and Education. A Guide for the Migrant School Nurse; A Resource in Health Education for the Migrant School Teacher.* St. Paul, Minn.: Migrants Inc. 1969.
ED 038 191, 77 pp., MF-50¢; HC-$3.95.

The purpose of this manual is to assist nurses and teachers in providing health care and education for migratory farm workers and their children. Common health beliefs among the Mexican-American migrants are discussed in order to assist nurses and teachers at being more effective in teaching the migrant about health. Guidelines are presented for making optimum use of planning and organizing time for the Migrants Incorporated 7-week summer programs. The guidelines are separated into two sections. The first section is for the migrant school nurse. The other guidelines section, for the migrant school teacher, deal with health instruction as it applies to preschool children in Head Start and children in the elementary grades. The manual is appended with information on available audiovisual aids.

Swockard, Sara R., and others. *Language Arts and the Migrant Child, Diagnosis and Prescription.* Lansing, Mich.: State Department of Education. 1969.
ED 040 789, 199 pp., MF-$1.00; HC-$10.05.

The first section of the book deals with those behavioral goals of particular significance for teachers working with nursery, kindergarten, and beginning first-grade children. The second section emphasizes goals to be attained during initial reading instruction for the first through third grade. Section three concentrates on those language behaviors desirable for effective performance from fourth through sixth grade. Each listing of goals is accompanied by a group of suggested ways of working toward these goals. A color coordinated section is included which contains additional games and activities that may facilitate meeting the needs of a child's particular problem. The last section also includes a list of some sound and language patterns which are difficult for migrant children, for whom English is a second language, to hear and to reproduce. It also includes games, songs, and activities to help these children communicate more effectively.

Texas Education Agency. *A Guide for Programs for the Education of Migrant Children.* Austin, Texas: 1968.
ED 025 339, 64 pp., MF-50¢; HC-$3.30.

Topics discussed include philosophy of migrant education, the instructional program, preschool guidelines, guidelines for the Texas Project for the Education of Migrant Children, preparations and planning for preschool teachers and aides, teacher-teacher aide interpersonal relationships, utilization of the teacher aide, parental involvement, nonverbal communication, inservice training program, and evaluation. The document concludes with recommended eligibility and parental permission forms.

_____ and Texas University. *A Program for Five-Year-Old Migrant Children.* Austin, Texas: The Agency. 1968.
ED 028 879, 216 pp., MF-$1.00; HC-$10.90.

Emphasis in this program, designed during the Institute for Kindergarten Teachers and Aides of Migrant Children, is on the concept that children must have related direct sensory experience in order to learn. Ideas are given as to learning experiences in which the child can acquire meanings and use the language necessary to express these meanings. Experiences for 5-year-olds include a mathematics program, art and music activities, and study topics from the physical environment and cultural world (for example, cocoons, the vineyard, and good grooming). Sources of content for children's programs through movies and field trips are suggested. Six videos made of 22 Mexican-American children in classroom situations are described, and a summary of characteristics of effective teacher aides is included. The document lists numerous bibliographies.

Tuttle, Lester E. Jr., and Hooker, Dennis A., eds. *An Annotated Bibliography of Migrant Related Materials, Third Edition.* Boca Raton, Fla.: Florida Atlanta University. 1969.
ED 032 171, 123 pp., MF-50¢; HC-$6.25.

Instructional and reference materials applicable to migratory children and youth are compiled in this revised annotated bibliography containing over 800 entries. Materials listed are coded by content area (health, information on migrants and culturally disadvantaged, curriculum materials, guidance, occupational, supplementary information), form, interest or reading level, and availability.

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